

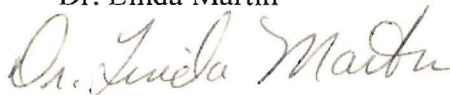
A Life-long Learning Process: Using literature to guide children's knowledge and
teachers' professional development

An Honors Thesis (HONRS 499)

By

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Dr. Linda Martin

A handwritten signature in cursive script, reading "Dr. Linda Martin", written in dark ink.

Ball State University
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May 2008

Graduation Date
May 3, 2008

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Acknowledgements

-I would like to thank Dr. Linda Martin for advising me throughout this project. She was a key component of the planning and constructing of this unit and has been an example of a successful teacher and researcher.

-I would also like to thank Mrs. Lisa Teagle for allowing me to experiment with her classroom through not only the teaching of my unit, but also the complete freedom to incorporate literature whenever possible.

-In addition, I would like to thank my fourth grade student teaching class. This group of twenty-one remarkable and unique students taught me as much, or possibly more, than I taught them.



Abstract

As society continues to advance in the demands of knowledge and skills, so must the education of students in the classroom move towards more meaningful instruction in order to meet the educational needs of children. One successfully proven approach is for teachers to create classrooms that help children to gain experiences and make connections to the real world, which can be done by using literature throughout their learning experiences.

Although the concept of using literature across the curriculum is not a new idea, it is one that has proven to be difficult to fully incorporate into the classroom. However difficult, the long-term benefits of using literature in all aspects of learning are found to be essential to a student's development, with such benefits being increased skill, knowledge, experience and insight. (Jacobs & Tunnell, 1996, p. 5) Using literature throughout the day's curriculum contributes to the skills and knowledge that are gained and practiced by incorporating a variety of genre throughout the school day. (Aiex, 1990) For example, in teaching Indiana history, a textbook merely provides the students with isolated bits of information, while supplementing the textbook with literature not only adds depth to the students' knowledge, but also broadens their perspectives and experiences by gaining insight into the lives of people who have lived in Indiana. In addition, literature provides students with a broadened perspective of the world and builds understanding and empathy for situations that would otherwise be unrelated. (Kiefer, 2004, p. 8)

My thesis will begin with a timeline of the history of literature in America, starting with basic concepts of textbooks and literature and their importance in education and concluding with the modern philosophies of the impacts of literature on the entire learning experience. Next I will include my resource of collected literature to be used across the curriculum and across

grades in elementary school classrooms. Also, I will include a unit plan focused around literature. The unit plan was piloted in a fourth grade classroom and includes reflections and adaptations. The collection of literature organized by grades will be an open resource, not to be completed and put on a shelf, but rather, to be continually added to and used in the classroom for the duration of my career. The purpose of this Honors Thesis is to bring meaningful instruction to the classroom through guiding children to use literature in all aspects of learning. Expanding my knowledge on this subject will be a fundamental part of my life-long professional growth



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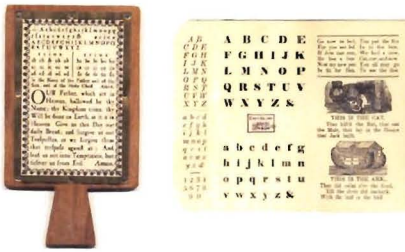
Literature Timeline Explanation

Along with studying literature today and its effects on learning, I also did research on the timeline of literature, starting with the first books, the Hornbooks in the 1450's and extending till today with our different genres and illustrations. The timeline is organized by important decades, giving details of events that happened in those decades and also a picture of a book produced at that time.

Historical Timeline of Literature

1450's-

- German inventor Johannes Gutenberg invented the printing press which allowed for the production of books to be easier and quicker.
- Hornbooks, which were study books that usually contained the alphabet and/or taught religious values, were mass-produced. Hornbooks were pieces of paper mounted onto a wood base.
- Once paper became less expensive Battledores were produced but still contained about the same content as Hornbooks.



1580's –

- Cheaply made books, called Chapbooks, became popular because they contained things such as songs, poems, folk stories some religious teachings and even political information. These books were printed on paper and had basic illustrations made from woodcuts and no covers.



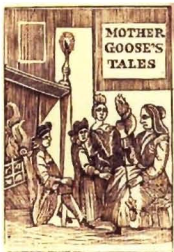
1600's –

- Due to the Puritan values of independence, high importance was placed on reading and literacy in the family.
- John Bunyan's The Pilgrim's Progress, was published.



1690's –

- John Locke published Some thoughts Concerning Education, which stressed the importance of child development and reading pleasant and rewarding books. Locke sought to combine instruction with enjoyment.
- Charles Perrault published Tales of Mother Goose, fairy tales written for children.



1710's and 20's –

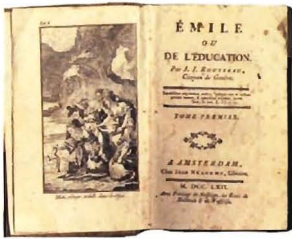
- Great adventure stories, such as Daniel Defoe's Robinson Crusoe and Jonathan Swift's Guilliver's Travels branched away from the more moral and religious texts previously published.



1740's –

- John Newbery's children's publishing house began publishing books which specifically aimed at children's enjoyment in reading, which lead to the birth of the idea of children's books.
- Newbery's first book published was A Pretty Little Pocket-Book.
- Newbery's books contained attractive pictures, entertaining stories and sometimes, even toys.





1760's –

- Jean Jacques Rousseau published Emile, which stressed the importance in children being accompanied through development rather than directed or lead. Rousseau emphasized the importance of learning through experiences.



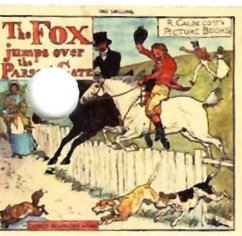
1780's –

- William Blake published poetry about children in Songs of Innocence and Experience



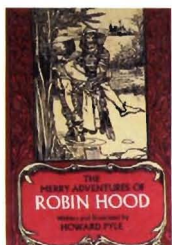
1800's –

- Romantic movement in Europe gave birth to interest in folk tales.
- The Grimm brothers and Hans Christian Andersen publish their books of fairy tales.



1860's, 70's –

- The birth of artistic book illustration brought a new dimension to books opening a new field of free and unrestricted artistic expression.
- The pioneering illustrators, Walter Crane, Randolph Caldecott and Kate Greenaway lead the way into the age of color illustrations.
- The Victorian Age led to a focus on home and family, mainly focusing on middle and upper class values.
- Juliana Horatia Ewing published moral stories such as Jan of the Windmill.
- A few authors, such as Charles Dickens, who wrote Oliver Twist, recognized the less mentioned poor class of children.

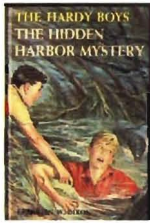


1880's –

- Due to the real life adventures of growing life in America and the growing idea of childhood being seen as an adventure in itself, therefore, adventure books began to grow in popularity.
- Howard Pyle published The Merry Adventures of Robin Hood.
- Books containing stories about real people in realistic situations portray a traditional view of America.
- Samuel Langhorne Clemens, who wrote under the pen name Mark Twain, published The Adventures of Huckleberry Finn.



THE TALE OF PETER RABBIT



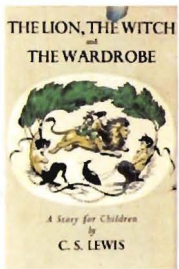
1900's –

- A further growth in the importance of illustrations continuing on with the story, lead to the rise of the picture storybook.
- Beatrix Potter published The Tale of Peter Rabbit.
- Edward Stratemeyer produced multiple different series books that used stereotyped characters and repetitive and predictable plots with his series such as The Hardy Boys and The Bobbsey Twins.



1930's –

- William S. Gray and William H. Elson introduced the “Curriculum Foundation Series” which used the Scott Foresman Company books about Dick and Jane. These books contained basic and related vocabulary and focused on learning to read and reading to learn concepts.
- The new method of Basal reading relied heavily on the “look-say” method, which used word families and simple sentences.



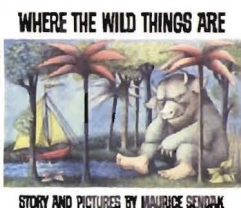
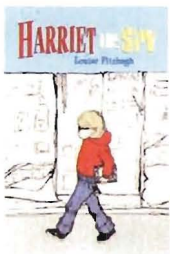
1930's, 40's and 50's –

- Fantasy books become a new method of teaching societal issues through alternative worlds with unbiased settings and characters.
- J.R.R. Tolkein's book The Hobbit, and C.S. Lewis's Chronicles of Narnia begin shaping the genre of fantasy.
- Many collections of children's poetry were published.
- Robert Frost published Come In and Other Poems.



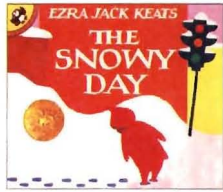
1950's –

- The Basal philosophy of the “look-say” method was questioned due to its boring and repetitive vocabulary.
- Although using Basal produced stories, Basals began to include more vocabulary and skills in the text.
- E.B. White published Charlotte's Web.



1960's –

- Due to the move toward realistic fiction, literature began to include more realistic topics such as children at odds with their parents, divorce, single parenting, foster homes, assimilation into a new culture, child abuse, alcoholism and death.
- Maurice Sendak published Where the Wild Things Are, and Louise Fitzhugh published Harriet the Spy which both depicted children at odds with their parents.



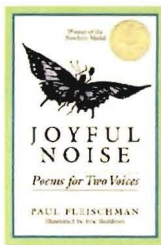
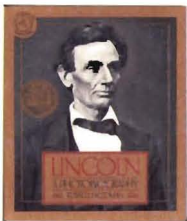
1960's continued –

- Because of increased sensitivity to racial perspectives, the Publishers of Dick, Jane and Sally books introduced an African American family with three children, Mike, Pam and Penny.
- Ezra Jack Keats published The Snowy Day



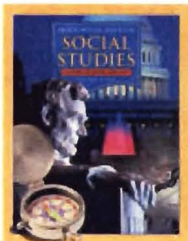
1970's –

- Basals turned to a more phonics based approach, which had a radical change on the perception of vocabulary.
- Ethnic minorities made drastic contributions due to federal grants, but as soon as the grants ended, ethnic authors were overlooked once again.
- Yoshiko Uchida published Journey to Topaz.



1980's –

- An increase in quality nonfiction books.
- Russell Freedman published Lincoln: A Photobiography
- Availability for young readers "I can read" books increased
- Increase in poetry
- Nancy Willard published Joyful Noise: Poems for Two Voices
- Due to the focus on the connection between reading and writing, Basals began incorporating authentic texts, which are texts produced outside of the Basal Company.



1990's –

- Literature based reading philosophies brought schools to include more trade books for use in the classroom.
- Trade books were used separately and in Basals for reading instruction and were also incorporated across the curriculum.
- Basals now incorporate literature and writing components, are categorized by themes, and teach teaching and learning strategies.
- The Literature-based approach has been proven to aid readers at every reading level.

Literature Organizer Explanation

The main focus of my thesis was to create an open resource for collecting and categorizing literature to be used in the classroom. In the organizer I have the information broken up into grades, with each grade containing a list of the skills taught and assessed by the standards and also a list of literature that could be appropriately used at that level to cover the standards. Along with the book information, each book listing contains its genre, the level of the book according to the grade, whether it would be used at an instructional or independent level, and a short summary of the book. Also, almost all books contain a colored *, marking whether the book could be used for instruction outside of language arts. The * indicates the book could be used for social studies/history, the * for science and the * for math.

Literature Organizer: Kindergarten

Skills:

Listening

- Recognize alphabet
- Basic phonemic awareness (recognize sounds)
- Basic phonological awareness (rhyming)
- Basic word concept development
- Basic comprehension through summarizing and identifying important information
- Retelling

Speaking

- Recite alphabet
- Basic phonemic awareness (recognize sounds)
- Basic phonological awareness (rhyming)
- Oral language use of vocabulary
- Basic word concept development
- Basic comprehension through summarizing and identifying important information
- Retelling
- Dictate story

Reading

- Understand basic print and structure concepts
- Recognize alphabet
- Word recognition of high frequency one-syllable words
- Comprehension through pictures

Writing

- Write alphabet and one-syllable words
- Write to communicate

Books:

*Bryan, Ashley. (2001). *Ashley Bryan's ABC of African-American Poetry*. New York: Aladdin.
Poetry

Picture story book

Instructional level

African American poems highlight the letters of the alphabet.

*Fine, Edith H. (1999). *Under the Lemon Moon*. Illustrated by Rene K. Moreno. New York: Lee & Low.

Historical Fiction

Picture story book

Instructional level

Rosalinda, a young girl growing up in Mexico discovers out that a man is stealing lemons from her lemon tree at night. In order to decide what to do, Rosalinda decides to find La Anciana, the Old One who would be the only one to know how to fix the problem.

*Kroll, Virginia L. (1997). *Butterfly Boy*. Illustrated by Gerardo Suzán.
Honesdale, PA.: Boyds Mills Press.

Contemporary Realistic Fiction

Picture story book

Instructional level

Growing up in Mexico, a young boy's favorite pass-time is to watch butterflies with his grandfather.

*Lester, Julius. (1999). *What a Truly Cool World!* Illustrated by Joe Cepeda. New York: Scholastic.

Traditional

Picture story book

Instructional level

Based off of African American folktales, God is creating the world and decides that everything is a little boring and has already been working hard, so he calls in his secretary Bruce and the angel Shaniqua to help him add to his creation.

*Lewis, Rose A. (2000). *I love you like crazy cakes*. Illustrated by Jane Dyer. Boston: Little, Brown. Contemporary Realistic Fiction

Picture story book

Instructional level

Based off of the author's own story, a woman travels to China to adopt a baby girl. The baby goes from a room full of beds to an airplane and eventually to her own room.

*Look, Lenore. (2001). *Henry's First-Moon Birthday*. Illustrated by Yumi Heo. New York: Atheneum.

Contemporary Realistic Fiction
Picture story book
Instructional level

Jenny, a Chinese American, is helping plan her baby brother's one month, or first-moon birthday. Jenny and her grandmother prepare everything for the celebration and Jenny hopes that when Henry is old enough he will be able to appreciate her kindness.

*McBrier, Page. (2001). *Beatrice's Goat*. Illustrated by Lori Lohstoeter. New York: Atheneum.

Historical Fiction
Picture story book
Instructional level

Beatrice, a young girl growing up in a small village in Uganda dreams of going to school but knows that her family is too poor. However, upon receiving a goat as a present, Beatrice is able to sell the milk and go to school.

*Moreton, Daniel. (1997). *La Cucaracha Martina: a Caribbean folktale*. New York: Turtle Books.

Traditional
Picture story book
Instructional level

A beautiful cockroach named Martina hears a soft and sweet sound and goes on a journey to find the love of her life. While on her journey, many other cockroaches propose to Martina but she refuses their proposals because she is in search of her true love.

*Ringgold, Faith. (1991). *Tar Beach*. New York : Crown Publishers.

Historical Fiction
Picture story book
Instructional level

Cassie, an eight-year-old girl growing up in Harlem in 1939, dreams of flying above her home and claiming everything she sees for her family.

*Young, Ed. (1989). *Lon Po Po: a Red-Riding Hood story from China*. New York: PaperStar.

Traditional
Picture story book
Instructional level

The Chinese version of Little Red Riding Hood features three daughters that are left home alone when their mother goes to visit their grandmother. While the mother is gone the wolf disguises himself as their grandmother and tries to eat them. The girls see through the wolf's disguise and work together in order to defeat him.

Literature Organizer: Grade 1

Skills:

Listening

- Complete phonemic and phonological awareness
- Comprehension through identifying important information, summarizing, predictions and asking questions

Speaking

- Complete phonemic and phonological awareness
- Comprehension through identifying important information, summarizing, predictions and asking questions
- Talk descriptively
- Retell stories

Reading

- Word recognition of common sight words
- Read root words, compound words and word patterns
- Comprehension through identifying important information, summarizing, predictions and asking questions

Writing

- Understand idea
- Write narratives and expository descriptions and rhymes
- Write descriptively

Books:

*Bryan, Ashley. (2001). *Ashley Bryan's ABC of African-American Poetry*. New York: Aladdin.
Poetry

Picture story book

Instructional level

African American poems highlight the letters of the alphabet.

*Burrowes, Adjoa J. (2000). *Grandma's Purple Flowers*. New York: Lee and Low.

Contemporary Realistic Fiction

Picture story book

Instructional level

A little girl's favorite place has always been her Grandma's house and whenever she goes they always pick flowers, the purple flowers being Grandma's favorite. As winter comes Grandma gets sick and eventually passes away. The little girl finds that in the Spring she is able to pick purple flowers and remember her Grandma's life with happiness and keep her with her.

*Cooper, Susan. (1986). *The Selkie Girl*. Illustrated by Warwick Hutton. New York: M.K.

McElderry Books.

Traditional

Picture story book

Instructional level

As retold from the ancient legend from Scotland and Ireland, a young crofter sees a beautiful selkie girl and falls in love with her. He manages to steal her skin and therefore marry her, but the selkie girl is never truly happy with him on land.

*Fine, Edith H. (1999). *Under the Lemon Moon*. Illustrated by Rene K. Moreno. New York:

Lee & Low.

Historical Fiction

Picture story book

Instructional level

Rosalinda, a young girl growing up in Mexico discovers out that a man is stealing lemons from her lemon tree at night. In order to decide what to do, Rosalinda decides to find La Anciana, the Old One who would be the only one to know how to fix the problem.

*Kroll, Virginia L. (1997). *Butterfly Boy*. Illustrated by Gerardo Suzán.

Honesdale, PA.: Boyds Mills Press.

Contemporary Realistic Fiction

Picture story book

Instructional level

Growing up in Mexico, a young boy's favorite pass-time is to watch butterflies with his grandfather.

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Instructional level

Based off of African American folktales, God is creating the world and decides that everything is a little boring and has already been working hard, so he calls in his secretary Bruce and the angel Shaniqua to help him add to his creation.

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Instructional level

Based off of the author's own story, a woman travels to China to adopt a baby girl. The baby goes from a room full of beds to an airplane and eventually to her own room.

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Instructional level

Jenny, a Chinese American, is helping plan her baby brother's one month, or first-moon birthday. Jenny and her grandmother prepare everything for the celebration and Jenny hopes that when Henry is old enough he will be able to appreciate her kindness.

*McBrier, Page. (2001). *Beatrice's Goat.* Illustrated by Lori Lohstoeter. New York: Atheneum.

Historical Fiction

Picture story book

Instructional level

Beatrice, a young girl growing up in a small village in Uganda dreams of going to school but knows that her family is too poor. However, upon receiving a goat as a present, Beatrice is able to sell the milk and go to school.

*Mollel, Tololwa M. (1999). *Song Bird.* Illustrated by Rosanne Litzinger. New York: Clarion.

Traditional

Picture Story book

Instructional level

Based off of a folktale from South Africa, the song bird's song makes magical things happen. Mariamu is a little girl, that when the song bird sings, is sent to a nighttime world of monsters. Mariamu is challenged to return all of the cattle that the monster has stolen and then return to her own world.

*Moreton, Daniel. (1997). *La Cucaracha Martina: a Caribbean folktale*. New York: Turtle Books.

Traditional

Picture story book

Instructional level

A beautiful cockroach named Martina hears a soft and sweet sound and goes on a journey to find the love of her life. While on her journey, many other cockroaches propose to Martina but she refuses their proposals because she is in search of her true love.

*Ringgold, Faith. (1991). *Tar Beach*. New York : Crown Publishers.

Historical Fiction

Picture story book

Instructional level

Cassie, an eight-year-old girl growing up in Harlem in 1939, dreams of flying above her home and claiming everything she sees for her family.

*Step toe, John. (1987). *Mufaro's beautiful daughters: an African tale*. New York: Lothrop, Lee & Shepard Books.

Historical Fiction

Picture story book

Instructional level

Taking place in Zimbabwe, Mufaro has two beautiful but very different daughters. One is kind and considerate while the other one is selfish and irritable. When told they could appear before the king when he is choosing his bride, the two sisters plan different strategies for getting to the capital city and each is rewarded appropriately.

*Young, Ed. (1989). *Lon Po Po: a Red-Riding Hood story from China*. New York: PaperStar.

Traditional

Picture story book

Instructional level

The Chinese version of Little Red Riding Hood features three daughters that are left home alone when their mother goes to visit their grandmother. While the mother is gone the wolf disguises himself as their grandmother and tries to eat them. The girls see through the wolf's disguise and work together in order to defeat him.

Literature Organizer: Grade 2

Skills:

Listening

- Complete phonemic and phonological awareness
- Listen to literary, nonfiction and informational texts
- Comprehend texts through predictions, summarizing, identifying important information, questioning and imagery
- Compare and contrast literary texts

Speaking

- Complete phonemic and phonological awareness
- Read with expression
- Decode regular words, use word families
- Comprehend texts through predictions, summarizing, identifying important information, questioning and imagery
- Compare and contrast literary texts
- Speak descriptively
- Retell stories

Reading

- Read with expression
- Decode regular words, use word families
- Read literary, nonfiction and informational texts
- Comprehend texts through predictions, summarizing, identifying important information, questioning and imagery
- Compare and contrast literary texts

Writing

- Write with idea and voice
- Go through writing process
- Write brief narratives
- Write descriptions
- Write friendly letters
- Write poems and rhymes
- Write responses to literature
- Write descriptively

Books:

- *Alarcon, Francisco. (1999). *Angels Ride Bikes and other Fall Poems: Los Angeles andan en bicicleta de otonos*. Illustrated by Maya Gonzalez. New York: Children's Book Press.

Poetry

Picture Book

Instructional level

This poetry book, containing poems in both English and Spanish celebrates the diversity of Los Angeles, the city where the author grew up. The poems are about everyday events of children.

- *Burrowes, Adjoa J. (2000). *Grandma's Purple Flowers*. New York: Lee and Low.

Contemporary Realistic Fiction

Picture story book

Independent level

A little girl's favorite place has always been her Grandma's house and whenever she goes they always pick flowers, the purple flowers being Grandma's favorite. As winter comes Grandma gets sick and eventually passes away. The little girl finds that in the spring she is able to pick purple flowers and remember her Grandma's life with happiness and keep her with her.

- *Cooper, Susan. (1986). *The Selkie Girl*. Illustrated by Warwick Hutton. New York: M.K.

McElderry Books.

Traditional

Picture story book

Instructional level

As retold from the ancient legend from Scotland and Ireland, a young crofter sees a beautiful selkie girl and falls in love with her. He manages to steal her skin and therefore marry her, but the selkie girl is never truly happy with him on land.

- *Eugene, T. (1993). *The Three Little Wolves and the Big Bad Pig*. Illustrated by Helen Oxenbury. New York: Scholastic Inc.

Traditional

Picture Story book

Instructional level

Taking a different look at the oral tradition of the three little pigs, this author has the characters backwards and also the strategy for beating the bad guy. Instead of defeating the bad guy by stopping him from blowing the house down, the three little wolves build a house of flowers and the pig becomes their friend. Great for teaching the power of an author.

*Fine, Edith H. (1999). *Under the Lemon Moon*. Illustrated by Rene K. Moreno. New York: Lee & Low.

Historical Fiction

Picture story book

Independent level

Rosalinda, a young girl growing up in Mexico discovers out that a man is stealing lemons from her lemon tree at night. In order to decide what to do, Rosalinda decides to find La Anciana, the Old One who would be the only one to know how to fix the problem.

Janeczko, P. (2001). *A Poke In the I*. Massachusetts: Candlewick Press.

Poetry

Instructional level

A book of concrete poems about silly topics.

*Kroll, Virginia L. (1997). *Butterfly Boy*. Illustrated by Gerardo Suzán.

Honesdale, PA.: Boyds Mills Press.

Contemporary Realistic Fiction

Picture story book

Independent level

Growing up in Mexico, a young boy's favorite pass-time is to watch butterflies with his grandfather.

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Picture story book

Independent level

Beatrice, a young girl growing up in a small village in Uganda dreams of going to school but knows that her family is too poor. However, upon receiving a goat as a present, Beatrice is able to sell the milk and go to school.

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Picture Story book

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Based off of a folktale from South Africa, the song bird's song makes magical things happen. Mariamu is a little girl, that when the songbird sings, is sent to a nighttime world of monsters. Mariamu is challenged to return all of the cattle that the monster has stolen and then return to her own world.

*Moreton, Daniel. (1997). *La Cucaracha Martina: a Caribbean folktale*. New York: Turtle Books.

Traditional

Picture story book

Independent level

A beautiful cockroach named Martina hears a soft and sweet sound and goes on a journey to find the love of her life. While on her journey, many other cockroaches propose to Martina but she refuses their proposals because she is in search of her true love.

Prelutsky, J. (1993). *The Dragons are Singing Tonight*. Illustrated by Peter Sis. New York: Greenwillow Books.

Poetry

Instructional level

A book of poems about dragons.

Prelutsky, J. (1996). *Monday's Troll*. Illustrated by Peter Sis. New York: Greenwillow Books

Poetry

Instructional level

A book of poems about fantasy creatures.

Proimos, J. (2002). *If I Were In Charge the Rules Would be Different*. New York: Scholastic Press.

Poetry

Instructional level

A book of poems written in a child's perspective describing how the world would be if he was in charge.

*Ringgold, Faith. (1991). *Tar Beach*. New York : Crown Publishers.

Historical Fiction

Picture story book

Independent level

Cassie, an eight-year-old girl growing up in Harlem in 1939, dreams of flying above her home and claiming everything she sees for her family.

*Say, Allen. (1993). *Grandfather's Journey*. Boston : Houghton Mifflin.

Historical Fiction

Picture story book

Instructional level

A third generation Japanese American reminisces about his grandfather's boat ride to America, and connects it to his own trip to Japan and his home and identity being both Japan and America.

*Step toe, John. (1987). *Mufaro's beautiful daughters: an African tale*. New York: Lothrop, Lee & Shepard Books.

Historical Fiction

Picture story book

Instructional level

Taking place in Zimbabwe, Mufaro has two beautiful but very different daughters. One is kind and considerate while the other one is selfish and irritable. When told they could appear before the king when he is choosing his bride, the two sisters plan different strategies for getting to the capital city and each is rewarded appropriately.

*Young, Ed. (1989). *Lon Po Po: a Red-Riding Hood story from China*. New York: PaperStar.

Traditional

Picture story book

Instructional level

The Chinese version of Little Red Riding Hood features three daughters that are left home alone when their mother goes to visit their grandmother. While the mother is gone the wolf disguises himself as their grandmother and tries to eat them. The girls see through the wolf's disguise and work together in order to defeat him.

*Weatherford, C. (2006). *Moses: When Harriet Tubman Led her People to Freedom*.

Illustrated by Kadir Nelson. New York: Hyperion Books for Children.

Biography

Instructional level

A biography about Harriet Tubman and her life's journey of saving slaves through the Underground Railroad.

Literature Organizer: Grade 3

Skills:

Listening

- Use context clues to decipher meaning of words
- Connect reading to prior knowledge
- Distinguish between cause and effect
- Build comprehension through predictions, inferences, summarizing, identifying important information, asking questions and using imagery
- Begin examining genres
- Recognize methods of characterization in texts
- Determine voice and idea in texts
- Identify story structure in texts

Speaking

- Connect reading to prior knowledge
- Distinguish between cause and effect
- Build comprehension through predictions, inferences, summarizing, identifying important information, asking questions and using imagery
- Begin examining genres
- Express methods of characterization in texts
- Express voice and idea in texts
- Express story structure in texts
- Compare and contrast versions of the same stories from different cultures

Reading

- Read several syllable words
- Read aloud literary and informational texts
- Use context clues to decipher meaning of words
- Connect reading to prior knowledge
- Distinguish between cause and effect
- Build comprehension through predictions, inferences, summarizing, identifying important information, asking questions and using imagery
- Begin examining genres
- Recognize methods of characterization in texts
- Determine voice and idea in texts

Writing

- Use methods of characterization
- Determine voice and idea while writing
- Use basic paragraph structure
- Use reference materials for support
- Do writing process on computer
- Write persuasively
- Write different forms of letters
- Write descriptively
- Write responses to comprehension of literature

Listening

-Make oral presentations

-Use expression while reading

-Analyze and evaluate whether something is fact or opinion

Speaking

- Compare and contrast versions of the same stories from different cultures

Reading

-Identify story structure in texts

- Compare and contrast versions of the same stories from different cultures

Writing

Books:

- *Alarcon, Francisco. (1999). *Angels Ride Bikes and other Fall Poems: Los Angeles and en bicicleta de otonos*. Illustrated by Maya Gonzalez. New York: Children's Book Press.

Poetry

Picture Book

Independent level

This poetry book, containing poems in both English and Spanish celebrates the diversity of Los Angeles, the city where the author grew up. The poems are about everyday events of children.

- *Bolden, T. (2005). *Maritcha: a Nineteenth-Century American Girl*. New York: Abrams Books for Young Readers.

Biography

Instructional level

A biography about an African American girl that moves to the United States.

- *Bruchac, J., Ross, G. (1995). *The Story of the Milky Way*. Illustrated by Virginia Stroud. New York: Dial Books for Young Readers.

Traditional Literature

Instructional level

A Native American tale of how the Milky Way came to be. The story includes a mystical dog that steals corn meal and a lesson on respecting your elders.

- *Burrowes, Adjoa J. (2000). *Grandma's Purple Flowers*. New York: Lee and Low. Contemporary Realistic Fiction

Picture story book

Independent level

A little girl's favorite place has always been her Grandma's house and whenever she goes they always pick flowers, the purple flowers being Grandma's favorite. As winter comes Grandma gets sick and eventually passes away. The little girl finds that in the Spring she is able to pick purple flowers and remember her Grandma's life with happiness and keep her with her.

- *Coerr, Eleanor. (1993). *Sadako*. Illustrated by Ed Young. New York: G.P. Putnam's Sons.

Historical fiction

Picture story book

Instructional level

Sadako, a young girl growing up in Hiroshima post-atomic bombing is diagnosed with Leukemia and attempts to build 1,000 paper cranes because of the old tale that if a sick person builds 1,000 cranes the gods will heal her. Before Sadako can finish the cranes, she dies, but is seen to her people as a symbol of peace.

*Cooper, Susan. (1986). *The Selkie Girl*. Illustrated by Warwick Hutton. New York: M.K. McElderry Books.

Traditional

Picture story book

Independent level

As retold from the ancient legend from Scotland and Ireland, a young crofter sees a beautiful selkie girl and falls in love with her. He manages to steal her skin and therefore marry her, but the selkie girl is never truly happy with him on land.

*Curtis, Christopher P. (1999). *Bud, Not Buddy*. New York: Delacorte.

Historical Fiction

Instructional level

Bud spent the beginning part of his life happily with his mother, but after his mother's sudden death Bud finds himself as a ten-year-old growing up in an orphanage during the Great Depression. Bud is tired of being shipped from foster home to foster home and decides to find the man he believes to be his real father, H.E. Calloway. Along the way he finds generous people that help him.

*Eugene, T. (1993). *The Three Little Wolves and the Big Bad Pig*. Illustrated by Helen Oxenbury. New York: Scholastic Inc.

Traditional

Picture Story book

Independent level

Taking a different look at the oral tradition of the three little pigs, this author has the characters backwards and also the strategy for beating the bad guy. Instead of defeating the bad guy by stopping him from blowing the house down, the three little wolves build a house of flowers and the pig becomes their friend. Great for teaching the power of an author.

*Evans, Richard P. (2001). *The Tower: A Story of Humility*. Illustrated by Jonathan Linton. New York: Simon & Schuster.

Traditional

Picture Story book

Independent level

Based off of a tale from Ancient China, a young man believes he can be great by building a tower and looking down on everyone else. However, the man becomes lonely and a passing bird tells him of an old woman who is greater than him. Upon climbing down his tower he finds the old lady and she tells him that to be great is to help others. Later on in the journey the young man learns and understands the lesson.

*Hesse, Karen. (2004). *The Cats in Krasinski Square*. Illustrated by Wendy Watson. New York, Scholastic Press.

Historical fiction

Picture story book

Instructional level

Two Jewish sisters, orphaned by World War II, escape from the Warsaw ghetto and survive only because they pretend to be Polish. Although the two sisters are safe on the other side, they are still working to help the people in the ghetto, particularly by smuggling food. Their plan is found out by the police, which bring dogs to sniff out the food. However, the younger sister has a plan of using the stray cats to distract the dogs and the food is successfully brought to the ghetto.

Janeczko, P. (2001). *A Poke In the I*. Massachusetts: Candlewick Press.

Poetry

Independent level

A book of concrete poems about silly topics.

*Little, L. (1988). *Children of Long Ago*. Illustrated by Jan Gilchrist. New York: Philomel Books.

Poetry

Instructional level

A book of poems written about slavery and discrimination.

*Noguchi, Rick, Jenks, Deneen (2001). *Flowers from Mariko*. Illustrated by Michelle Reiko Kumata. New York: Lee & Low.

Historical Fiction

Picture story book

Independent level

After living in a Japanese-American internment camp during WWII, Mariko's family is forced to move into a trailer park and try to rebuild their lives, particularly her father's job. When Mariko's father gives her seed packets and Mariko grows a flower garden, it gives her family hope to help them move on.

*Pellant, C. (2000). *The Best Book of Fossils, Rocks and Minerals*. New York: Kingfisher.

Informational

Instructional level

A book about the different types of fossils, rocks and minerals.

*Poole, Josephine. (2005). *Anne Frank*. Illustrated by Angela Barrett. Westminster, Maryland: Alfred A. Knopf. Inc.

Historical fiction

Picture story book

Instructional level

Anne Frank, a young Jewish girl growing up in Germany has a normal life until the effects of World War II start to change her life. First many rules were demanded of her and then Anne and her family have to resort to hiding in the attic of her father's secretary. After hiding for months, Anne and her family are discovered by the Nazis.

*Phillips, E.B. (2007). *Abraham Lincoln: From Pioneer to President*. New York:

Sterling

Biography

Instructional level

A biography about Abraham Lincoln, his life, accomplishments and childhood.

Prelutsky, J. (1993). *The Dragons are Singing Tonight*. Illustrated by Peter Sis. New York: Greenwillow Books.

Poetry

Independent level

A book of poems about dragons.

Prelutsky, J. (1996). *Monday's Troll*. Illustrated by Peter Sis. New York: Greenwillow Books

Poetry

Independent level

A book of poems about fantasy creatures.

Proimos, J. (2002). *If I Were In Charge the Rules Would be Different*. New York:

Scholastic Press.

Poetry

Independent level

A book of poems written in a child's perspective describing how the world would be if he was in charge.

*Say, Allen. (1993). *Grandfather's Journey*. Boston : Houghton Mifflin.

Historical Fiction

Picture story book

Instructional level

A third generation Japanese American reminisces about his grandfather's boat ride to America, and connects it to his own trip to Japan and his home and identity being both Japan and America.

*Stephoe, John. (1987). *Mufaro's beautiful daughters: an African tale*. New York:

Lothrop, Lee & Shepard Books.

Historical Fiction

Picture story book

Independent level

Taking place in Zimbabwe, Mufaro has two beautiful but very different daughters. One is kind and considerate while the other one is selfish and irritable. When told they could appear before the king when he is choosing his bride, the two sisters plan different strategies for getting to the capital city and each is rewarded appropriately.

*Walker, S. (2007). *Fossils*. Minneapolis: Lerner Publications Company.

Informational

Instructional level

A book about how fossils form, why they form, the different types of fossils and how they are found.

*Weatherford, C. (2006). *Moses: When Harriet Tubman Led her People to Freedom*.

Illustrated by Kadir Nelson. New York: Hyperion Books for Children.

Biography

Independent level

A biography about Harriet Tubman and her life's journey of saving slaves through the Underground Railroad.

Literature Organizer: Grade 4

Skills:

Listening

- Analyze texts through comprehension techniques and prior knowledge
- Analyze texts through comparing and contrasting
- Analyze texts through cause and effect
- Expand knowledge of genres to traditional and science fiction genres.
- Identify figurative language
- Compare and contrast tales from different cultures

Speaking

- Analyze texts through comprehension techniques and prior knowledge
- Compare and contrast texts
- Analyze texts through cause and effect
- Express knowledge of traditional and science fiction genres.
- Use figurative language
- Compare and contrast tales from different cultures
- Determine theme
- Define what is opinion and what is fact

Reading

- Analyze texts through comprehension techniques and prior knowledge
- Observe cause and effect in texts
- Read books in the traditional and science fiction genres.
- Identify figurative language
- Read tales from different cultures
- Observe theme
- Read opinions and facts

Writing

- Write with complex paragraph structure
- Use knowledge of cause and effect
- When doing research, use citations
- Complete writing process on computer
- Write narratives using prior knowledge
- Write descriptively
- Write responses to comprehension of literature

Books:

- *Alarcon, Francisco. (1999). *Angels Ride Bikes and other Fall Poems: Los Angeles andan en bicicleta de otonos*. Illustrated by Maya Gonzalez. New York: Children's Book Press.

Poetry

Picture Book

Independent level

This poetry book, containing poems in both English and Spanish celebrates the diversity of Los Angeles, the city where the author grew up. The poems are about everyday events of children.

- *Bolden, T. (2005). *Maritcha: a Nineteenth-Century American Girl*. New York: Abrams Books for Young Readers.

Biography

Independent level

A biography about an African American girl that moves to the United States.

- *Bruchac, J., Ross, G. (1995). *The Story of the Milky Way*. Illustrated by Virginia Stroud. New York: Dial Books for Young Readers.

Traditional Literature

Independent level

A Native American tale of how the Milky Way came to be. The story includes a mystical dog that steals corn meal and a lesson on respecting your elders.

- *Coerr, Eleanor. (1993). *Sadako*. Illustrated by Ed Young. New York: G.P. Putnam's Sons.

Historical Fiction

Picture story book

Independent level

Sadako, a young girl growing up in Hiroshima post-atomic bombing is diagnosed with Leukemia and attempts to build 1,000 paper cranes because of the old tale that if a sick person builds 1,000 cranes the gods will heal her. Before Sadako can finish the cranes, she dies, but is seen to her people as a symbol of peace.

- *Curtis, Christopher P. (1999). *Bud, Not Buddy*. New York: Delacorte.

Historical Fiction

Independent level

Bud spent the beginning part of his life happily with his mother, but after his mother's sudden death Bud finds himself as a ten-year-old growing up in an orphanage during the Great Depression. Bud is tired of being shipped from foster home to foster home and decides to find the man he believes to be his real father, H.E. Calloway. Along the way he finds generous people that help him.

*Erdrich, Louise. (1999). *The Birchbark House*. New York : Hyperion Books for Children.

Historical Fiction
Instructional level

Omakayas is a Ojibwe who lives with her tribe on an island in Lake Superior in 1850. The daily routines of her life are calming and peaceful until the Europeans, chimookomanags, invade their lives and want the Ojibwe people to leave their land. Also, smallpox is brought into the village and Omakayas is forced to nurse her family because everyone else is sick except her.

*Evans, Richard P. (2001). *The Tower: A Story of Humility*. Illustrated by Jonathan Linton. New York: Simon & Schuster.

Traditional
Picture Story book
Independent level

Based off of a tale from Ancient China, a young man believes he can be great by building a tower and looking down on everyone else. However, the man becomes lonely and a passing bird tells him of an old woman who is greater than him. Upon climbing down his tower he finds the old lady and she tells him that to be great is to help others. Later on in the journey the young man learns and understands the lesson.

* Gallaz, Christophe and Innocent, Roberto. (1985). *Rose Blanche*. New York, Creative Education Inc.

Historical Fiction
Picture story book
Independent level

While in Germany during WWII, a German girl named Rose Blanche discovers a concentration camp outside of her town. She daily brings food to the prisoners but then Allied soldiers raid the camp and Rose is accidentally killed by German soldiers.

*Hesse, Karen. (2004). *The Cats in Krasinski Square*. Illustrated by Wendy Watson. New York, Scholastic Press.

Historical Fiction
Picture story book
Independent level

Two Jewish sisters, orphaned by World War II, escape from the Warsaw ghetto and survive only because they pretend to be Polish. Although the two sisters are safe on the other side, they are still working to help the people in the ghetto, particularly by smuggling food. Their plan is found out by the police, which bring dogs to sniff out the food. However, the younger sister has a plan of using the stray cats to distract the dogs and the food is successfully brought to the ghetto.

*Hynes, M. (2006). *Rocks and Fossils*. Boston: Kingfisher.

Informational
Independent level

A book about the different types of rocks and fossils.\

Janeczko, P. (2001). *A Poke In the I*. Massachusetts: Candlewick Press.

Poetry

Independent level

A book of concrete poems about silly topics.

*Little, L. (1988). *Children of Long Ago*. Illustrated by Jan Gilchrist. New York:

Philomel Books.

Poetry

Independent level

A book of poems written about slavery and discrimination.

*Noguchi, Rick, Jenks, Deneen (2001). *Flowers from Mariko*. Illustrated by Michelle Reiko

Kumata. New York: Lee & Low.

Historical Fiction

Picture story book

Independent level

After living in a Japanese-American internment camp during WWII, Mariko's family is forced to move into a trailer park and try to rebuild their lives, particularly her father's job. When Mariko's father gives her seed packets and Mariko grows a flower garden, it gives her family hope to help them move on.

*Park, Barbara. (1995). *Mick Hart Was Here*. New York: Bullseye Books.

Contemporary Realistic Fiction

Instructional Level

Pheobe explains how her younger brother, Mick was killed while riding his bicycle and how her family deals with it. (great for teaching about bicycle safety)

*Pellant, C. (2000). *The Best Book of Fossils, Rocks and Minerals*. New York: Kingfisher.

Informational

Independent level

A book about the different types of fossils, rocks and minerals.

*Phillips, E.B. (2007). *Abraham Lincoln: From Pioneer to President*. New York:

Sterling.

Biography

Instructional level

A biography about Abraham Lincoln, his life, accomplishments and childhood.

*Poole, Josephine. (2005). *Anne Frank*. Illustrated by Angela Barrett. Westminster, Maryland: Alfred A. Knopf. Inc.

Historical Fiction

Picture story book

Independent level

Anne Frank, a young Jewish girl growing up in Germany has a normal life until the effects of World War II start to change her life. First many rules were demanded of her and then Anne and her family have to resort to hiding in the attic of her father's secretary. After hiding for months, Anne and her family are discovered by the Nazis.

Prelutsky, J. (1993). *The Dragons are Singing Tonight*. Illustrated by Peter Sis. New York: Greenwillow Books.

Poetry

Independent level

A book of poems about dragons.

Prelutsky, J. (1996). *Monday's Troll*. Illustrated by Peter Sis. New York: Greenwillow Books.

Poetry

Independent level

A book of poems about fantasy creatures.

Proimos, J. (2002). *If I Were In Charge the Rules Would be Different*. New York: Scholastic Press.

Poetry

Independent level

A book of poems written in a child's perspective describing how the world would be if he was in charge.

*Ryan, Pam. M. (2000). *Esperanza Rising*. New York: Scholastic.

Historical Fiction

Instructional level

Esperanza's life in Aguascalientes, Mexico is perfect, she is wealthy and carefree. However, Esperanza's life starts falling apart when her mother and her are forced to move to California to work in a Mexican farm labor camp. While there Esperanza has to cope with the hard working conditions and her sick mother. Throughout Esperanza's life in California she learns what is truly valuable.

*Soto, Gary. (1990). *Baseball in April and other stories* San Diego: Harcourt Brace Jovanovich.

Contemporary Realistic Fiction

Instructional level

In a collection of short stories influenced by Soto's own upbringing reflect the lives of Latino teenagers growing up in California.

*Weatherford, C. (2006). *Moses: When Harriet Tubman Led her People to Freedom*.

Illustrated by Kadir Nelson. New York: Hyperion Books for Children.

Biography

Independent level

A biography about Harriet Tubman and her life's journey of saving slaves through the Underground Railroad.

*Walker, S. (2007). *Fossils*. Minneapolis: Lerner Publications Company.

Informational

Independent level

A book about how fossils form, why they form, the different types of fossils and how they are found.

Literature Organizer: Grade 5

Skills:

Listening

- Decode meaning of words through context clues
- Analyze texts through comprehension and prior knowledge
- Observe facts and opinions in texts and discussions
- Observe expansion of literary genres
- Hear characterization in texts
- Analyze opinion and facts
- Observe theme and idea in texts
- Observe the use of literary devices
- Examine the use of perspectives and literary devices in traditional literature
- Observe different medium for transfer of information.

Speaking

- Express comprehension of texts and prior knowledge
- Determine facts and opinions in texts and discussions
- Express differences in literary genres
- Analyze characters through comparing and contrasting methods of characterization
- Speak with idea and voice
- Label and define theme and idea
- Describe the impact of literary devices
- Evaluate the use of perspectives and literary devices in traditional literature
- Analyze different forms of media

Reading

- Decode meaning of words through context clues
- Analyze texts through comprehension and prior knowledge
- Read informational texts with facts and opinions
- Read different literary genres
- Read texts with dynamic characters
- Read texts with idea and theme
- Examine the use of perspectives and literary devices in traditional literature
- Observe different medium for transfer of information.

Writing

- Write reflections on comprehension of texts and prior knowledge
- Write in different genres
- Write with voice, idea and perspective
- Write descriptively
- Use a computer to go through the writing process
- Write persuasively with support

Books:

*Bolden, T. (2005). *Maritcha: a Nineteenth-Century American Girl*. New York: Abrams Books for Young Readers.

Biography

Independent level

A biography about an African American girl that moves to the United States.

*Coenraads, R. (2005). *Rocks and Fossils: a Visual Guide*. New York: Firefly Books.

Informational

Independent Level

A reference book about how rocks and fossils form, the different types and their effects.

* Coerr, Eleanor. (1993). *Sadako*. Illustrated by Ed Young. New York: G.P. Putnam's Sons.

Historical fiction

Picture story book

Independent level

Sadako, a young girl growing up in Hiroshima post-atomic bombing is diagnosed with Leukemia and attempts to build 1,000 paper cranes because of the old tale that if a sick person builds 1,000 cranes the gods will heal her. Before Sadako can finish the cranes, she dies, but is seen to her people as a symbol of peace.

*Curtis, Christopher P. (1999). *Bud, Not Buddy*. New York: Delacorte.

Historical Fiction

Independent level

Bud spent the beginning part of his life happily with his mother, but after his mother's sudden death Bud finds himself as a ten-year-old growing up in an orphanage during the Great Depression. Bud is tired of being shipped from foster home to foster home and decides to find the man he believes to be his real father, H.E. Calloway. Along the way he finds generous people that help him.

*Erdrich, Louise. (1999). *The Birchbark House*. New York : Hyperion Books for Children.

Historical Fiction

Independent level

Omakayakas is a Ojibwe who lives with her tribe on an island in Lake Superior in 1850. The daily routines of her life are calming and peaceful until the Europeans, chimookomanags, invade their lives and want the Ojibwe people to leave their land. Also, smallpox is brought into the village and Omakayakas is forced to nurse her family because everyone else is sick except her.

*Evans, Richard P. (2001). *The Tower: A Story of Humility*. Illustrated by Jonathan Linton.

New York: Simon & Schuster.

Traditional

Picture Story book

Independent level

Based off of a tale from Ancient China, a young man believes he can be great by building a tower and looking down on everyone else. However, the man becomes lonely and a passing bird tells him of an old woman who is greater than him. Upon climbing down his tower he finds the old lady and she tells him that to be great is to help others. Later on in the journey the young man learns and understands the lesson.

* Gallaz, Christophe and Innocent, Roberto. (1985). *Rose Blanche*. New York, Creative Education Inc.

Historical fiction

Picture story book

Independent level

While in Germany during WWII, a German girl named Rose Blanche discovers a concentration camp outside of her town. She daily brings food to the prisoners but then Allied soldiers raid the camp and Rose is accidentally killed by German soldiers.

*Hesse, Karen. (2004). *The Cats in Krasinski Square*. Illustrated by Wendy Watson. New York, Scholastic Press.

Historical fiction

Picture story book

Independent level

Two Jewish sisters, orphaned by World War II, escape from the Warsaw ghetto and survive only because they pretend to be Polish. Although the two sisters are safe on the other side, they are still working to help the people in the ghetto, particularly by smuggling food. Their plan is found out by the police, which bring dogs to sniff out the food. However, the younger sister has a plan of using the stray cats to distract the dogs and the food is successfully brought to the ghetto.

*Hynes, M. (2006). *Rocks and Fossils*. Boston: Kingfisher.

Informational

Independent level

A book about the different types of rocks and fossils.

Janeczko, P. (2001). *A Poke In the I*. Massachusetts: Candlewick Press.

Poetry

Independent level

A book of concrete poems about silly topics.

*Kadonaga, Cynthia. (2004). *Kira-Kira*. New York: Simon & Schuster Children's Publishing.
Historical fiction
Instructional level

A Japanese-American family moves to the Georgia and try to fit in. Katie, the narrator is a best friend with her sister who becomes terminally ill and the family has to find a way to pull through.

*Little, L. (1988). *Children of Long Ago*. Illustrated by Jan Gilchrist. New York: Philomel Books.

Poetry
Independent level

A book of poems written about slavery and discrimination.

*Lowry, Lois. (1989). *Number the Stars*. New York: Yearling.

Historical fiction
Instructional level

While in Denmark during the outbreak of WWII, Ellen, the narrator, hides her Jewish best friend and her parents try to help escaping Jews.

*Mildred, Taylor. (1990). *Road to Memphis*. New York: Dial.

Historical Fiction
Instructional level

Cassie Logan is an African American teenager growing up in Mississippi in the 1940's and dreams of going to law school. However, when another student ends up hurting two white boys Cassie is forced to help him escape.

*Park, Barbara. (1995). *Mick Hart Was Here*. New York: Bullseye Books.

Contemporary Realistic Fiction
Independent Level

Pheobe explains how her younger brother, Mick was killed while riding his bicycle and how her family deals with it. (great for teaching about bicycle safety)

*Park, Linda Sue. (2001). *A Single Shard*. New York: Clarion Books.

Historical fiction
Instructional level

Tree ear, an orphaned boy living in Korea, becomes fascinated with the potter's craft of making celadon pottery, which the area is famous for. Because of his determination to learn the craft, the town's most prominent potter, Min, takes Tree ear as a helper. While working with Min, Tree ear discovers the hardships of making celadon pottery and has to go on a long dangerous journey carrying two pots with him. Both of the pots end up broken, but Tree ear completes his journey by continuing on with a single shard of the pots.

*Phillips, E.B. (2007). *Abraham Lincoln: From Pioneer to President*. New York: Sterling Biography
Independent level

A biography about Abraham Lincoln, his life, accomplishments and childhood.

*Poole, Josephine. (2005). *Anne Frank*. Illustrated by Angela Barrett. Westminister, Maryland: Alfred A. Knopf. Inc.

Historical fiction

Picture story book

Independent level

Anne Frank, a young Jewish girl growing up in Germany has a normal life until the effects of World War II start to change her life. First many rules were demanded of her and then Anne and her family have to resort to hiding in the attic of her father's secretary. After hiding for months, Anne and her family are discovered by the Nazis.

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Poetry

Independent level

A book of poems about dragons.

Prelutsky, J. (1996). *Monday's Troll*. Illustrated by Peter Sis. New York: Greenwillow Books

Poetry

Independent level

A book of poems about fantasy creatures.

Proimos, J. (2002). *If I Were In Charge the Rules Would be Different*. New York: Scholastic Press.

Poetry

Independent level

A book of poems written in a child's perspective describing how the world would be if he was in charge.

*Ryan, Pam. M. (2000). *Esperanza Rising*. New York: Scholastic.

Historical Fiction

Independent level

Esperanza's life in Aguascalientes, Mexico is perfect because she is wealthy and carefree. However, Esperanza's life starts falling apart when her mother and her are forced to move to California to work in a Mexican farm labor camp. While there Esperanza has to cope with the hard working conditions and her sick mother. Throughout Esperanza's life in California she learns what is truly valuable.

*Soto, Gary. (1990). *Baseball in April and other stories* San Diego: Harcourt Brace Jovanovich.

Contemporary Realistic Fiction

Independent level

In a collection of short stories influenced by Soto's own upbringing reflect the lives of Latino teenagers growing up in California.

Literature Organizer: Grade 6

Skills:

Listening

- Observe the importance of support
- Use comprehension skills when observing authors' choices
- Delve into the genre of fiction
- Observe the perspective a text is written in
- Analyze theme and use of literary devices
- Observe uses of dialogue and suspense
- Analyze propaganda

Speaking

- Support informational texts with research
- Use comprehension skills to analyze authors' choices.
- Identify different components of fiction
- Define the different perspectives and their uses in texts
- Analyze theme and use of literary devices
- Explain impacts of dialogue and suspense
- Speak persuasively with supporting details

Reading

- Find research support for informational texts
- Use comprehension skills when observing authors' choices
- Read examples from multiple different groups of fictional texts
- Observe the perspective a text is written in
- Analyze theme and use of literary devices
- Observe uses of dialogue and suspense
- Analyze propaganda

Writing

- Write persuasively with supporting details
- Respond to comprehension of texts
- Write in multiple different genres
- Write in multiple perspectives
- Write with theme and use literary devices
- Use a computer to go through the writing process
- Write descriptively through use of dialogue or suspense
- Write with idea and voice

Books:

- *Asgedom, Mawi. (2001). *Of Beetles and Angels*. New York, Megadee.

Bibliography

Instructional level

The true story of a young boy's journey which started in Ethiopia, then went to a Sudanese refugee camp, then went to a suburb of Chicago and eventually lead to a Harvard scholarship and graduation.

- *Coenraads, R. (2005). *Rocks and Fossils: a Visual Guide*. New York: Firefly Books.

Informational

Independent Level

A reference book about how rocks and fossils form, the different types and their effects.

- *Erdrich, Louise. (1999). *The Birchbark House*. New York : Hyperion Books for Children.

Historical Fiction

Independent level

Omakayas is a Ojibwe who lives with her tribe on an island in Lake Superior in 1850. The daily routines of her life are calming and peaceful until the Europeans, chimookomanags, invade their lives and want the Ojibwe people to leave their land. Also, smallpox is brought into the village and Omakayas is forced to nurse her family because everyone else is sick except her.

- *Hamilton, Virginia. (2004). *The People Could Fly: the Picture Book*. Illustrated by Leo and Diane Dillon. New York: Random House Children's Books

Traditional

Independent level

A collection of stories told by African slaves dreaming of freedom and African magic.

- *Highwater, Jamake. (1977). *Anpao : an American Indian odyssey*. Illustrated by Fritz Scholder. Philadelphia: Lippincott.

Historical fiction

Traditional

Independent level

A young Native American man seeks the hand of a woman in marriage, but must journey to ask the Sun permission. His journey is hard and dangerous but he continues on, facing many mythical creatures.

- *Kadohata, Cynthia. (2004). *Kira-Kira*. New York: Simon & Schuster Children's Publishing.

Historical fiction

Independent level

A Japanese-American family moves to the Georgia and try to fit in. Katie, the narrator is a best friend with her sister who becomes terminally ill and the family has to find a way to pull through.

*Lowry, Lois. (1989). *Number the Stars*. New York: Yearling.

Historical fiction

Independent level

While in Denmark during the outbreak of WWII, a 10-year-old girl hides her Jewish best friend and her parents try to help escaping Jews.

*Mildred, Taylor. (1990). *Road to Memphis*. New York: Dial.

Historical Fiction

Independent level

Cassie Logan is an African American teenager growing up in Mississippi in the 1940's and dreams of going to law school. However, when another student ends up hurting two white boys Cassie is forced to help him escape.

*Park, Linda Sue. (2001). *A Single Shard*. New York: Clarion Books.

Historical fiction

Independent level

Tree ear, an orphaned boy living in Korea, becomes fascinated with the potter's craft of making celadon pottery, which the area is famous for. Because of his determination to learn the craft, the town's most prominent potter, Min, takes Tree ear as a helper. While working with Min, Tree ear discovers the hardships of making celadon pottery and has to go on a long dangerous journey carrying two pots with him. Both of the pots end up broken, but Tree ear completes his journey by continuing on with a single shard of the pots.

*Phillips, E.B. (2007). *Abraham Lincoln: From Pioneer to President*. New York: Sterling

Biography

Independent level

A biography about Abraham Lincoln, his life, accomplishments and childhood.

*Sutcliff, Rosemary. (1990). *The Shining Company*. UK: Farrar.

Historical Fiction

Independent level

A teenager growing up in Britain in 600 A.D., Prosper joins the Companions, which is a three hundred-person army and becomes the Prince's shield bearer as they face the invading Saxons.

*Yep, Laurence. (1977). *Child of the Owl*. New York: Harper & Row.

Historical fiction

Independent level

A Chinese American girl goes to visit her Grandmother in China Town to learn about her heritage.

Unit Explanation

In addition to including a literature organizer in my thesis, I have also incorporated a two-week unit that was centered on literature and taught and reflected upon during student teaching. The unit includes pre and posttests, graphs, assessed and additional standards, student projects, bulletin boards, a newsletter, reflections and examples of student work. The unit goal was to teach the different genres of literature in an attempt to broaden the experiences and knowledge of literature of the students. Through planning and teaching this unit I learned the power of literature instruction and its effect on children. Not only did the students begin to look at literature through different eyes, seeing books as vast and different as people, but also the students began to use literature to understand the similarities of all people while still embracing what makes us unique.



Jenny Waeber

Grade 4

Genres of Literature

Two-Week Unit Plan



Unit Table of Contents

Purpose of the Unit

Specific Skill Objectives keyed to the Academic Standards and Indicators

Vocabulary

Timeline/Outline of the day-to-day plans

Resources

Letter to Parents

Display Area and/or Bulletin Board

Student Project and Rubric

Technology

Detailed Lesson Plans

Pre and Post-tests

Pre and Post-test Graphs

Narrative Statements and Reflection Questions

Purpose of the Unit

The purpose of this unit is to introduce the students to the many different genres of literature with the goal that they will discover that literature can open our eyes to different perspectives and worlds. Also, I aim to help the students find a genre that they truly love. The standards being assessed include reading, writing and social studies standards.

Standards and Objectives

Content Objective 1: Students will identify and examine multiple different genres of literature, including fiction, nonfiction, modern fantasy, historical fiction, traditional (folktales, fables, myths, legends, epics), poetry, informational, picture story books, picture books and horror and their characteristics.

IN State Standard:

Standard 3

READING: Comprehension and Analysis of Literary Text

Students read and respond to a wide variety of significant works of children's literature. The selections in the Indiana Reading List (www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 4, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.

4.3.1 Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and other tales.

Example: After reading some of the Greek or Norse myths found in such books as Book of Greek Myths or Book of Norse Myths, both by Ingri and Edgar D'Aulaire, discuss how myths were sometimes used to explain physical phenomena like movement of the sun across the sky or the sound of thunder.

National Standard:

NL-ENG.K-12.1 READING FOR PERSPECTIVE

Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Interdisciplinary and Curricular Connections: Reading and Writing

How this objective will be assessed: Post-test, journal and genre story.

Content Objective 2: Students will appraise the different qualities of each genre of literature in writing.

IN State Standard:

Standard 5

WRITING: Applications (Different Types of Writing and Their Characteristics)

At Grade 4, students are introduced to writing informational reports and responses to literature. Students continue to write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of Standard English and the drafting, research, and organizational strategies outlined in Standard 4 — Writing Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

4.5.2 Write responses to literature that:

- demonstrate an understanding of a literary work.
- support statements with evidence from the text.

National Standard:

NL-ENG.K-12.6 APPLYING KNOWLEDGE

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

Interdisciplinary and Curricular Connections: Writing and Reading

How this objective will be assessed: Post-test, journal, and genre writing.

Content Objective 3: Students will construct unbiased opinions of cultural groups and their challenges through the use of genres and perspective.

IN State Standard:

Social Studies

Standard 5

INDIVIDUALS, SOCIETY AND CULTURE

Students will examine the interaction between individual and group behavior in community life; analyze the roles and relationships of diverse groups of people contributing to Indiana's cultural heritage; and describe the impacts of science, technology, and the arts on Indiana's culture.

4.5.3 Define the term cultural group and give examples of the challenges faced by diverse cultural groups in Indiana history.

4.5.6 Investigate the contributions and challenges experienced by people from various cultural, racial, and religious groups in Indiana during different historical periods by reading biographies, historical accounts, stories, and electronic media, such as CD-ROMs and Web sites.

National Standard:

NL-ENG.K-12.2 UNDERSTANDING THE HUMAN EXPERIENCE

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Interdisciplinary and Curricular Connections: Social Studies, Reading and Writing

How this objective will be assessed: Post-test and journals.

Vocabulary

Literature – a piece of writing

Genre – a specific type of literature

Fiction – literature in which the content is not true.

Nonfiction – literature in which the content is true.

Traditional literature – literature that has developed out of the oral tradition, including folktales, fables, myths, legends, and epics.

Modern fantasy – fictional literature set in an imaginary world.

Historical fiction – literature that is historically authentic, in that it portrays a time with fictional characters, events and setting.

Contemporary realistic fiction – fictional literature that is set in modern times.

Poetry – literature written with rhythm.

Informational – nonfiction literature that is meant to inform.

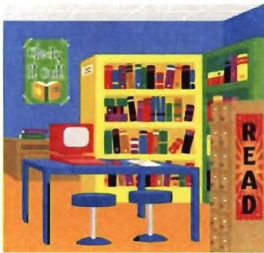
Biography – a factual story written about a person.

Point of view – who is telling the story or from someone's eyes.

Outline of Day-To-Day Plans

Day 1:

We will begin by having all the students break up into groups and read three different books for 4 minutes. Afterwards we will tally which books people liked the best. This will lead us into the discussion of why there are different genres of literature. Now we will brainstorm the amount of genres and I will tell the class that we will be covering 9 different genres. Now we will begin looking at the vocabulary from the unit. We will also build our journals and I will give the students their first writing prompt.

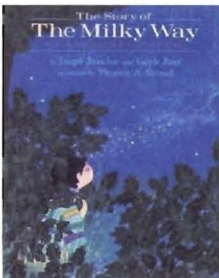
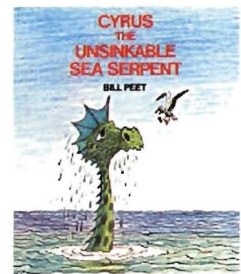


Day 2:

We will discuss the differences between fiction and fantasy. We will apply our knowledge through organizing the classroom library into fiction and fantasy. In order to do this the students will have to work on skimming the books and summarizing the book into one statement.

Day 3:

We will discuss how fantasy takes an imaginary world and characters to address modern issues. We will discuss modern fantasy movies and books (Harry Potter, Lord of the Rings, the Golden Compass) and make the connection that these books can help us objectively see things such as discrimination between groups.

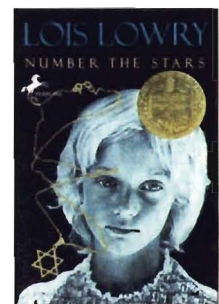


Day 4:

We will discuss how traditional literature is formed out of a culture's oral traditions. I will read to the class from a traditional literature book and we will discuss how the book explains parts of the culture. We will also look at traditional literature from other countries and discuss the importance of understanding another culture's heritage.

Day 5:

We will begin by reading from Number the Stars. We will brainstorm the similarities between all people (need food and water, have families, need love, need safety, get happy, get scared, etc.) We will define historical fiction as literature that is historically authentic, in that it portrays a time with fictional characters, events and setting. We will read The Cats in Krasinski Square and we will discuss the picture of the time that the book portrays.



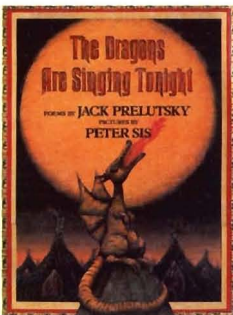
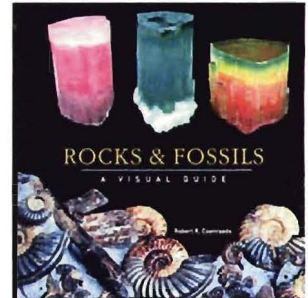


Day 6:

We will define contemporary realistic fiction as being set in modern times and dealing with modern issues. We will brainstorm the different modern issues that people can deal with. Everyone will take an anonymous survey and record the modern issues that they deal with in their own lives. Together as a class we will make a bar graph of the data.

Day 7:

I will model for the students how to use informational books to find the information that you need. Breaking up into groups the students will read books about rocks and minerals. The students will record new information or expanded information on something they already knew from the books. Once their information is recorded, they will share it with the class.

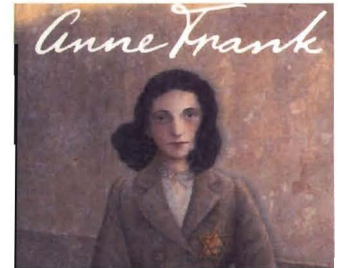


Day 8:

I will begin by writing a very basic poem on the board. This will cause the students to find a definition for poetry. Once we have our definition we will write a poem together as a class. In order to write them poem we will first pick an object and describe it. Once we have our description written we will cut away and rearrange the words. Following making our own poems the students will work in groups choosing poems and describing their poems. Each group will share their poems to the class and we will discuss the different feelings and styles of poems.

Day 9:

We will begin by defining biography and autobiography. I will read a picture book biography to the class and we will make conclusions about what the book says not only about that particular person, but about their culture and other people like them. We will also discuss that writing a biography can be difficult since we do not always remember things 100% correct.



Day 10:

I will ask the students to reflect upon why there are so many different genres and what the definition for literature is. We will discuss that all people are different and that is why authors write different genres and why people read different genres. The students will also realize that they are authors. We will read a very nontraditional book and make conclusions about why the author chose to create it that way. I will also share a book that I wrote and illustrated with the class.

Resources

Instruction and Informational Teacher Resources:

Books

Kiefer, Barbara. (2006). *Charlotte Huck's Children's Literature*. Ninth Edition. Boston: McGraw Hill.

Tompkins, Gail. (2005). *Language Arts: Patterns of Practice*. Sixth Edition. Columbus: Pearson.

Marshall, Suzanne. (1993) *The Falling Leaf and Other Poetry Activities*. Holmes Beach, Florida: Learning Publications.

Dodson, Margaret. (1993) *Teaching Values through Teaching Literature*. Bloomington, Indiana: Education Information Press.

Zarian,, Beth. (2004). *Around the World: Historical Fiction and Folktales (highly recommended and award-winning books, grades K-8)*. Lanham, Maryland: The Scarecrow Press, Inc.

Odean, Kathleen. ((2001). *Great Books About Things Kids Love: More than 750 recommended books for children 3 to 14*. New York: Ballantine Books

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Sailors, M, & Patterson, E. U. *Decodable Texts for Beginning Reading Instruction: The Year 2000 Basals*. Retrieved Oct. 8, 2007 at <http://www.ciera.org/library/reports/inquiry-1/1-016/1-016.html>

Sweet, R. W. (1996). An Incurable Disease or Education Malpractice? *The National Right to Read Foundation*. Retrieved Oct. 1, 2007 at http://www.nrrf.org/essay_Illiteracy.html

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